i-Ready™

Diagnostic & Instruction
Reading and Mathematics
Grades K–8

Highest rated software program *
*by independent Utah state evaluators

USOE approved for K–1 Early Intervention.

State-reimbursed—apply by September 20!

" *i-Ready is easier to use and gives teachers more* "

Tom Vander Ark
Author, *Getting Smart: How Digital Learning Is Changing the World*

i-Ready.com/Utah

Curriculum Associates

i-Ready™ Diagnostic & Instruction

An adaptive diagnostic and online instruction built for the Common Core

Built for the Common Core, i-Ready™ Diagnostic & Instruction combines a valid and reliable measure and personalized instruction in a single online product that saves teachers time at a fraction of the cost of similar products.

🔍 Diagnose → 💻 Online Instruction / 📖 Teacher-Led Instruction → 📊 Monitor
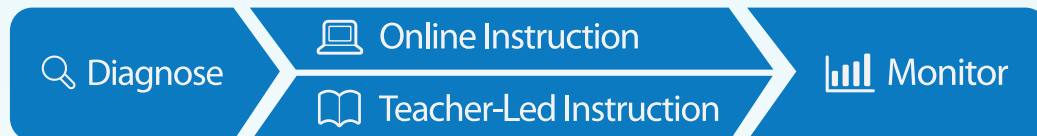
- **Adaptive Diagnostic** pinpoints student needs down to the sub-skill level and gives teachers an action plan for success for each student

- **Online Instruction** provides explicit differentiated online instruction that fits each student like a glove

- **Teacher-Led Instruction** supports blended learning with embedded downloadable lessons and easy-to-use print resources

- **Progress Monitoring** at the class, grade, school, and district levels helps students learn more and learn faster

## Try it out!
To see i-Ready in action, visit i-Ready.com/Utah

Diagnose 🔍

Answer the question "why?"

To build an instructional plan, i-Ready™ diagnoses student performance by domain across multiple grade levels. It provides a valid and reliable measure of student growth for your whole district and detailed diagnostic results that pinpoint students' abilities and needs to the sub-skill level.

Phonological Awareness — **Late 1**

Phonics — **Late 2**

High-Frequency Words — **Late 2**

Vocabulary — **Mid 3**

Comprehension: Literature — **Mid 2**

Comprehension: Informational Text — **Mid 2**

A student's instructional path is determined by domain-level performance.

i-Ready pinpoints the actual level of performance in order to target instruction

Sample adaptive Phonics assessment: Cameron Davis, Grade 4

- ● Correct response
- ● Incorrect response

Start

Grade

Actual Performance Level
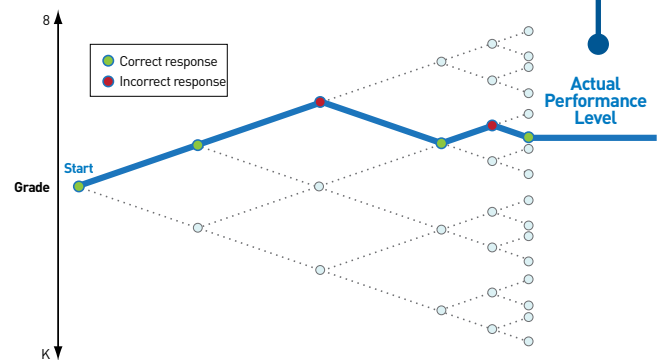
Questions get harder or easier based on a student's answer to a previous question.

Teacher-Led Instruction 📖

Get blended learning resources at your fingertips

Instantly available reports from i-Ready™ Diagnostic detail each student's abilities and areas of need. The reports provide teachers an action plan for individual and group instruction, and the tools to deliver that instruction in any style learning environment.

Overview	Number and Operations	Algebra and Algebraic Thinking	Measurement and Data	Geometry

Tabitha Fernandez - Mathematics - Grade 5
Overall Performance

✔ On or Above Level　◇ 1 Level Below　✗ 2 or more Levels Below

Test	Placement	Scale Score	Level 5	Standard Error
Test 3 - 04/12/2013	✔ Early 5	523		+/- 15.5
Test 2 - 01/12/2013	◇ Level 4	495		+/- 16.1
Test 1 - 09/06/2012	✗ Level 3	458		

Scale Score　400　425　450　475　5

Detail for Test 1 09/06/2011

Domain	Placement	Scale Score
Number and Operations	✗ Level 3	459
Algebra and Algebraic Thinking	✗ Level 3	457
Measurement and Data	✗ Level 3	472
Geometry	◇ Level 4	480

Scale Score　400　425　450　475　5

	Placement	Developmental Analysis
Overall Math Performance	✗ Level 3	Test results indicate th... related to quantitative relationships, computa... domains. This priority p...
Number and Operations	✗ Level 3	At levels 3-5 this doma... and division, as well as... that Tabitha could ben...
Algebra and Algebraic Thinking	✗ Level 3	At levels 3-5 this doma... and multiples, as well a... understanding of the r... word problems.
Measurement and Data	✗ Level 3	At levels 3-5 this doma... concepts, and present... review of these topics.
Geometry	◇ Level 4	At levels 3-5 this doma... two-dimensional figure... Tabitha may benefit fro...

Home–School Connection
These reports are also available for parents!

Tabitha Fernandez – Mathematics – Grade 5

Test 1-09/06/2012	Placement	Scale Score ❓
Number and Operations	✗ Level 3	458

Scale Score　0　50　100　150　200　250　300　350　400　450　500　550　600　650　700　750　800

Building Number and Operations Skills

Number and Operations in grades K-8 focuses on representing, comparing, and performing operations with numbers. As in the CCSS, this domain includes whole numbers, decimals, fractions, integers, and irrational numbers, and emphasizes both conceptual understanding and computation. In grades 3-5, students gain an understanding of fractions and decimals and develop fluency with all four operations involving whole numbers, fractions, and decimals.

What Tabitha Can Do	**Next Steps for Instruction**
Results indicate that Tabitha can likely do the skills shown below.	Results indicate that Tabitha will benefit from instruction and practice in the skills shown below.

What Tabitha Can Do

Base Ten
CC Know multiplication facts through 9 x 9.

Fractions
CC Identify fractions that name part of a whole (denominators of 2, 3, 4, 5, 6, 8, 10, 12).

Next Steps for Instruction

Base Ten
Know division facts through 81 ÷ 9.
Add multi-digit numbers.
Subtract multi-digit numbers.
Multiply two-digit numbers by one-digit numbers.

Fractions
Identify fractions shown on a number line.
Use models to find equivalent fractions.

Write equivalent fractions, including fractions in simplest form.
Express fractions with denominators of 10 or 100 as decimals.
Decompose a fraction into a sum of fractions with like denominators.
Add and subtract fractions with like denominators.

Tools for Instruction

ROUTINE	ROUTINE	RESOURCE	RESOURCE	RESOURCE	ROUTINE
Know Division Facts	Add Multi-Digit Numbers	Subtract Multi-Digit Numbers	Multiply by One-Digit Numbers	Fractions on the Number Line	Find Equivalent Fractions
Preview	Preview	Preview	Preview	Preview	Preview

A

Number and Operations Tools for Instruction

If you have this product...	Use...
Ready Common Core	**Grade 3** Base Ten: Lesson 4: Understand the Meaning of Division, p. 30 Lesson 5: Understand How Multiplication and Division Are Connected, p. 36 Lesson 6: Multiplication and Division Facts, p. 42 Lesson 9 Use Place Value to Add and Subtract, p. 72 Lesson 10: Use Place Value to Multiply Fractions, p. 84 Lesson 15: Fractions on a Number Line, p. 140 Lesson 16: Find Equivalent Fractions, p. 148

B

Learn More

i-Ready™ reports point to Common Core Instruction

i-Ready™ Tools for Instruction
Diagnostic & Instruction

Fractions on a Number Line

Objective Locate the fractions $\frac{1}{2}$, $1\frac{1}{2}$, and $2\frac{1}{2}$ on a number line and count by halves from 0 to 3.	**Materials** Paper tape about two feet long, unused pencil

Students are usually introduced to the concept of a fraction with an area model. Developing the concept of a fraction as a number on the number line is a more abstract idea. To help make the connection between an area model and a number line model, begin with a number line that has recognizable width, such as one made from paper tape or masking tape. The number line in this activity is constructed using a familiar interval, the length of a pencil, to represent 1. Learning to count by halves from 0 to 3 introduces the idea that fractions are also numbers, not just ways to describe areas or lengths.

Step by Step   20–30 minutes

1 **Display the number line.**
- Post a piece of paper tape about two feet long.
- Tell the student you are going to make a number line.
- Use a standard length such as a pencil to mark off the numbers 0, 1, 2, and 3 with one pencil length between them.
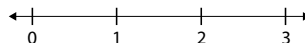
2 **Locate $\frac{1}{2}$.**
- Focus the student's attention on the segment between 0 and 1.
- Tell the student that the section is 1 pencil long. Hold the pencil up against the number line to reinforce this idea.
- Ask: *If this is one pencil long, how could we show the length of one half of a pencil?* (Make a mark halfway between the 0 and the 1.)
- Label that location $\frac{1}{2}$.
- Help the student understand that $\frac{1}{2}$ marks the point halfway between 0 and 1. The number $\frac{1}{2}$ shows a half more than 0.
- Fold the number line in half between the 0 and the 1 to reinforce the idea of a half.
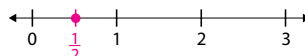
3 **Locate $1\frac{1}{2}$.**
- Focus the student's attention on the segment between 1 and 2.
- Remind the student that 1 represents 1 pencil length. Ask: *Where on this number line is half a pencil length more than 1?* (halfway between 1 and 2)
- Mark and label $1\frac{1}{2}$.
- Help students understand that $1\frac{1}{2}$ marks the point halfway between 1 and 2. The number $1\frac{1}{2}$ shows a half more than 1.

A **Tools for Instruction** Downloadable teacher guide–style lessons help teachers meet individual student or instructional group needs based on the Common Core.

B Explicit guidance tells teachers exactly where to go in our print programs for additional foundational skills support and blended learning solutions. For example, try the all-new **Ready™ Common Core!**

Ready™ Common Core Instruction 4 Mathematics

NEW!

Online Instruction

Provide differentiated instruction regardless of grade level

With i-Ready's explicit online instructional modules, students are automatically placed into instruction at their level based on i-Ready™ Diagnostic results. These 10–30-minute lessons provide a consistent lesson structure and are so engaging, students forget they are doing work!

Hundreds of hours of instruction!

Step 1:
Explicit Instruction

Students learn a skill or concept through highly interactive, scaffolded, explicit instruction

Step 2:
Guided Practice

Next, following instruction, students practice what they've learned and receive corrective feedback to reinforce understanding

Step 3:
Progress Monitoring

Students are assessed at the end of each lesson to drive ongoing progress monitoring

Motivate all students with engaging interactive features

i-Ready's online instruction modules engage learners in a low risk environment. Students can personalize their experience with their choice of Study Buddies and take ownership of their own learning with an individualized home page. A variety of learning backgrounds transport students into environments that engage and motivate them.

Study Buddy characters provide encouragement

Students have fun while they're learning!

A personal home page shows assignments and links to a progress dashboard

Rich visuals and graphics, including engaging animated characters, gain students' attention and sustain interest

Progress Monitoring helps students learn faster

i-Ready™ provides teachers and administrators with opportunities to monitor progress at the student, class, school, and district levels. With i-Ready, it's easy to tell exactly how far a student has come and where they are headed.

Growth arrows show student progress made from using the instruction

Student progress on instructional modules is easy to track on a regular basis

Warning triangles alert teachers to areas of concern

Stefanie Boll - Grade 4
08/15/2011 - 05/31/2012

Progress Summary

Domain	Grade K Early K	Grade K Mid K	Grade K Late K	Grade 1 Early 1	Grade 1 Mid 1	Grade 1 Late 1	Grade 2 Early 2	Grade 2 Mid 2	Grade 2 Late 2	Grade 3 Early 3	Grade 3 Mid 3	Grade 3 Late 3	Grade 4 Early 4	Grade 4 Mid 4	Grade 4 Late 4	Grade 5 Early 5	Grade 5 Mid 5	Grade 5 Late 5	Grade 6 Early 6	Grade 6 Mid 6	Grade 6 Late 6	Grade 7 Early 7	Grade 7 Mid 7	Grade 7 Late 7	Grade 8 Early 8	Grade 8 Mid 8	Grade 8 Late 8
Phonological Awareness	Tested Out																										
Phonics						●——→																					
High-Frequency Words	Tested Out																										
Vocabulary										→																	
Comprehension						——→																					

Grade 4

Detail by Domain

	Lessons Passed	Completed	Pass Rate	Time on Task	Domain Status
Overview	52	63	83%	20h 05m	
Phonological Awareness	No Activity				Off
Phonics	▬▬ 15	18	83%	05h 40m	On
High-Frequency Words	No Activity				Off
Vocabulary	▬▬▬▬ 20	25	80%	07h 45m	On
Comprehension	▬▬▬ 17	20	85%	06h 40m	On

Detail by Lesson

Phonics

Date	Lessons	Pass/Fail	Score	Time on Task	Extra Lesson
4/5/12	**r-Controlled Vowels: eer** LA.2.RF.2.3.b - Know spelling-sound correspondences for additional common vowel teams. 🟠CC	Pass	83%	10m	
4/1/12	**Building Word Knowledge: 3** LA.3.L.3.5.a - Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). 🟠CC	Pass	91%	20m	
3/30/12	**Diphthongs: oi, oy** LA.2.RF.2.3.b - Know spelling-sound correspondences for additional common vowel teams. 🟠CC	Pass	93%	19m	
⚠ 3/29/12	**Diphthongs: oi, oy** LA.2.RF.2.3.b - Know spelling-sound correspondences for additional common vowel teams. 🟠CC	Fail	61%	18m	
3/28/12	**Diphthongs: ow, ou** LA.2.RF.2.3.b - Know spelling-sound correspondences for additional common vowel teams. 🟠CC	Pass	75%	17m	

Comprehension

Date	Lessons	Pass/Fail	Score	Time on Task	Extra Lesson
3/30/12	**Story Characters, Setting, and Plot** LA.1.RL.1.1 - Ask and answer questions about key details in a text. 🟠CC	Pass	90%	16m	
3/28/12	**Make Predictions**	Pass	88%	12m	

Track performance on Common Core standards

A detailed Common Core State Standards report shows progress from one test to another. Teachers can also see which prior grade-level standards may need further remediation. **State standards reports also available!**

CC **Common Core State Standards for English Language Arts**

Grade 2		Test 1	Test 2
Reading: Foundational Skills: Phonics and Word Recognition. Know and apply grade-level phonics and word analysis skills in decoding words.			
LA.2.RF.2.3.a	Distinguish long and short vowels when reading regularly spelled one-syllable words. 🔲	✔	✔
LA.2.RF.2.3.b	Know spelling-sound correspondences for additional common vowel teams. 🔲	✔	✔
LA.2.RF.2.3.c	Decode regularly spelled two-syllable words with long vowels. 🔲	✔	✔
LA.2.RF.2.3.d	Decode words with common prefixes and suffixes. 🔲		✔
LA.2.RF.2.3.f	Recognize and read grade-appropriate irregularly spelled words. 🔲	✔	✔
Language: Vocabulary Acquisition and Use. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.			
LA.2.L.2.4.a	Use sentence-level context as a clue to the meaning of a word or phrase. 🔲		
LA.2.L.2.4.b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). 🔲		✔
LA.2.L.2.4.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). 🔲		

A view of standards across multiple grade levels helps with Common Core transition

Grade 3		Test 1	Test 2
Reading: Foundational Skills: Phonics and Word Recognition. Know and apply grade-level phonics and word analysis skills in decoding words.			
LA.3.RF.3.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes. 🔲		✔
LA.3.RF.3.3.b	Decode words with common Latin suffixes. 🔲		✔
LA.3.RF.3.3.c	Decode multisyllable words. 🔲		✔
LA.3.RF.3.3.d	Read grade-appropriate irregularly spelled words. 🔲	✔	
Language: Vocabulary Acquisition and Use. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. Demonstrate understanding of word relationships and nuances in word meanings.			
LA.3.L.3.5.a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). 🔲		✔
LA.3.L.3.5.c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). 🔲		

Monitor progress on each Common Core standard based on i-Ready Diagnostic results at different points in the school year

Grade 4		Test 1	Test 2
Reading: Literature: Key Ideas and Details. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
LA.4.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 🔲		✔
Reading: Literature: Key Ideas and Details. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
LA.4.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). 🔲		
Reading: Literature: Craft and Structure. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			
LA.4.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). 🔲		
Reading: Informational Text: Key Ideas and Details. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
LA.4.RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 🔲		

🔲 **Click to access aligned i-Ready skills**

A program you can trust

Research-based, valid, and reliable

i-Ready™ Diagnostic development has followed guidelines outlined by the American Educational Research Association (AERA), the American Psychological Association (APA), and the National Council on Measurement in Education (NCME) for best practices in assessment development.

- **Best-practice adaptive test design:** Based on well-accepted test theories of Rasch and Item Response Theory (IRT) Modeling

- **Best-practice assessment development** (e.g., item design, test construction): Informed by best practices in the field of educational testing, as well as the Common Core State Standards (CCSS) and current state standards

- **Assessment development led by expert advisors:** Includes renowned experts in psychometrics, reading, math, special education, English language learner education, and teacher preparation

- **Large, diverse sample for item and scale calibration:** Assessment items have been field tested with over 28,000 students across representative socioeconomic, geographic, and ethnic strata

- **Strong validity and reliability:** The technical manual further documents assessment design protocol and provides a detailed analysis of test statistics and characteristics

Large, diverse sample for item and scale calibration

- More than 28,200 students nationwide
- More than 16,500 math and 27,300 reading assessments administered
- 23 different states represented by 91 sites

Continued item development and testing

- 80,371 students nationwide
- 75,341 math and 81,471 reading assessments administered
- 42 different states represented by 413 sites

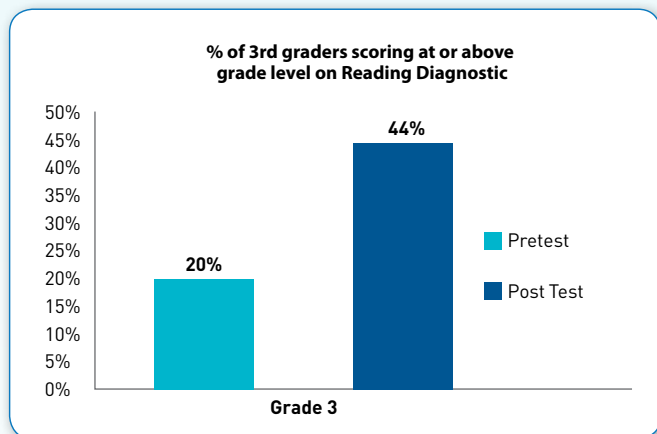| Demographic diversity of sample sites (approx.)	
African American	**31%**
Hispanic	**12%**
Caucasian	**51%**
Qualified for free or reduced lunch	**53%**
Below the poverty line	**19%**
Special education student	**14%**
English language learner	**15%**

> *All the way through K–5, we saw academic growth with our children— and with the kindergarten students, especially in letter recognition and letter sound association.*
>
> — Becky Wilford,
>   Lockhart Elementary, Knightdale, NC

It works—i-Ready™ gets results

Schools all over the country are seeing results with i-Ready™. The adaptive assessment combined with engaging differentiated instruction lead to higher percentages of on-grade-level performance!

Students Scoring At or Above Grade Level—all grades

% of 3rd graders scoring at or above grade level on Reading Diagnostic

- Pretest
- Post Test
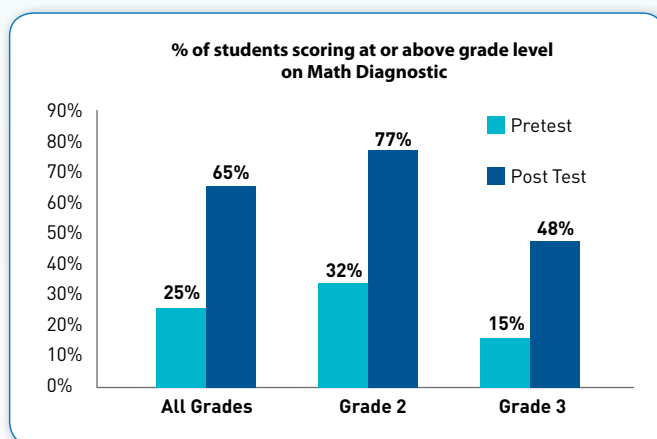
Grade 3: Pretest 20%, Post Test 44%

PS 1, Courtlandt School, Bronx, NY

- Title I school
- 98% Eligible for Free/Reduced Lunch
- 20% English Language Learners
- Implemented with grades K–5

"Students are engaged, excited, and want to do the work"

—Eric Grande, Assistant Principal

% of students scoring at or above grade level on Math Diagnostic

- Pretest
- Post Test

All Grades: Pretest 25%, Post Test 65%
Grade 2: Pretest 32%, Post Test 77%
Grade 3: Pretest 15%, Post Test 48%

Springfield Elementary School, New Middletown, OH

- Title I school
- High-performing
- 29% Free/Reduced Lunch
- 14% Special Education
- Implemented with grades K–4

"The reports are phenomenal."

—Kristen Snyder, Library Media Specialist

% of students scoring at or above grade level on Reading Diagnostic

- Pretest
- Post Test

All Grades: Pretest 8%, Post Test 30%
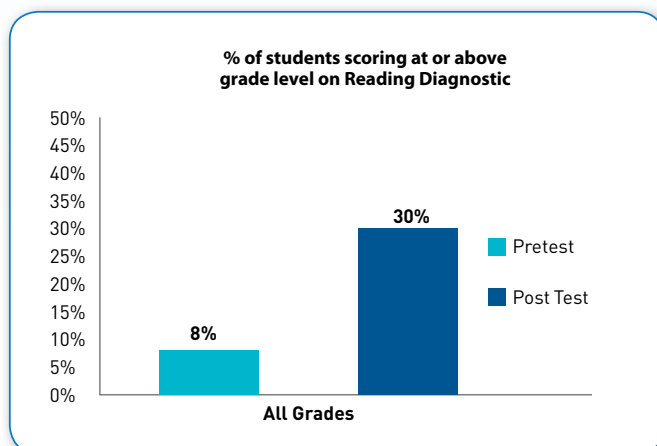
PS 49, Bronx, NY

- Title I school
- 98% Eligible for Free/Reduced Lunch
- 23% English Language Learners
- Implemented with grades 2 and 4

"When we used i-Ready, differentiation was a lot easier. The program figured out what students needed and adjusted to them."

—Kevin Burke, Assistant Principal and RtI Liaison

Curriculum Associates®

C/O Craig Pritchard
2015 East Aspen Ridge Lane
Springville, Utah 84663

For more information:

Contact

Craig Pritchard

801-717-0739

CPritchard@CAinc.com

Visit

i-Ready.com/Utah